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ABSTRACT

This program guide/teacher guide from the Music Educators National Conference (MENC) offers suggestions for how to celebrate "Music in Our Schools Month" (MIOSM), the time of year when music education becomes the focus of schools across the nation and also an opportunity for teachers and students to share musical ideas and accomplishments with families, friends, and communities. The guide contains awareness items, advocacy tips, and other useful suggestions. It is divided into the following sections: (1) "The World's Largest Concert (WLC)"; (2) "PBS Listings for WLC Broadcast"; (3) "Community Outreach Ideas"; (4) "How to Publicize Your MIOSM/WLC Celebration"; (5) "Activity Ideas for Teachers"; (6) "MIOSM and the WLC, 1977-2000"; (7) "Getting Started"; (8) "WLC Registration Form"; (9) "WLC Fun Facts"; (10) "WLC Lesson Plans (1-7)"; (11) "Letter from MENC President June Hinckley"; (12) "MIOSM Fact Sheet"; and (13) "Advocacy Tips." The guide's lesson plans outline standards, educational objectives, materials needed, prior knowledge and experience needs, procedures, indicators of success, and follow-up. The celebration's theme has been retained and updated from last year, as a "wonderful way to move into the new millennium." (BT)

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ED 443 754

celebrate!
Music In Our Schools Month

Music In Our Schools Month

is the time of year when music education becomes the focus of schools across the nation. MIOSM is a wonderful opportunity for teachers and students to share musical ideas and accomplishments with families, friends, and communities.

awareness items
teacher's guide
advocacy tips

Make Music America! 2000

SO 031 705

Make Music America 2000

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MIOSM Facts Sheet

Advocacy Tips

The World's Largest Concert

A Centerpiece for MISOM

On Thursday, March 9, 2000, from 1:00 to 1:30 p.m. Eastern Time (subject to change -check local listings), millions of school children, teachers, and citizens from around the world will participate simultaneously in the World's Largest Concert (WLC), a sing-along program, broadcast on PBS stations nationwide and the Armed Forces Radio and Television Service overseas.

Participating in the WLC is a great way to celebrate MIOSM. We estimate that more than eight million people joined in last year. As the number of participants grows, so does the impact on the public's awareness of school music programss

We are re-visiting our popular theme from last year and updating it. This year's program title will be, "Make Music, America! 2000." Says MENC President, June Hinckley, "This theme presents us with a wonderful way to move into the new millennium. This year's songs lend themselves well to reaching beyond our schools and into our communities and unifying all through song. We encourage you to take this opportunity to invite senior citizens, parents, administrators and community leaders to participate in the World's Largest Concert. Enjoy singing along with your students, wherever they are."

- The sixteenth annual World's Largest Concert will once again be broadcast from the "American Gardens Theatre" In Epcot" at the Walt Disney World" Resort
- Will feature a special multi-generational chorus made up of adults and children of all ages from the Orlando area (Carolyn Minear, director) and an Honors Orchestra made up of Florida High School All-State Band and Orchestra students under the direction Mike Davis of Walt Disney World"Entertainment
- Will be hosted by the famous historical figure, Betsy Ross

CONCERT PROGRAM

I'm A Yankee Doodle Dandy
Words and Music by George M. Cohan,
Traditional Words by Dr. Shackburg
Arranged by Sonja Poorman
Copyright ©1998 by STUDIO 224 (ASCAP)
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I've Been Working on the Railroad
Traditional American Folk Song
Copyright ©1996 by Hal Leonard Corp.
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Home on the Range
Traditional Cowboy Song
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When the Saints Go Marching In
Traditional
Arranged by Teena Chinn
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Let's Make Music, America!
Words and Music by Greg Gilpin
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Publications U.S. Incorporated
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Performance for Profit

Fifty States in Rhyme
Words by Phil & Lynne Brower
Arranged by Don Wyrtzen and Paul Jennings
Copyright © 1986 by Singspiration
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PBS Listings for WLC Broadcast

ALABAMA

ITFS 11	Birmingham	12:00 AL PTV CST statewide
WAIQ 26	Montgomery	
WBIQ 10	Birmingham	
WCIQ 7	Mt. Cheaha	
WDIQ 2	Dozier	
WEIQ 42	Mobile	
WFIQ 36	Florence	
WGIQ 43	Louisville-Texasville	
WHIQ 25	Huntsville	
WIIQ 41	Demopolis	

ARMED FORCES

AFNPacific	(Asia)	3/10 10:30 a.m. (Asia)
AFNAtlantic	(Europe/M. East)	3/10 8:30 a.m. (CET)

ARIZONA

ETV 20	Mesa	11:00 MST
KAET 8	Phoenix	12:00 MST
KUAT 6	Tucson	12:00 MST

ARKANSAS

KETS 2	Little Rock	1:00 CST
KTEJ 19	Jonesboro	
KAFT 13	Fayettville	
KETG 9	Arkadelphia	
KEMV 6	Mountain View	

CALIFORNIA

KETN 15/20/53	Bakersfield	10:00 PST
KEET 13	Eureka	
KOCE 50	Huntington Beach	
KIXE 9	Redding	
KVCR 24	San Bernardino	
KTEH 54	San Jose	
TUSD 51	Torrance	

COLORADO

KRMA	6	Denver	11:00 MST
KRMJ	18	Grand Junction	11:00 MST
KTSC	8	Pueblo	11:00 MST

CONNECTICUT

WEDW	49	Bridgeport	1:00 EST
WEDH	24	Hartford	1:00 EST
WEDY	61	New Haven	1:00 EST
WEDN	53	Norwich	1:00 EST

DELAWARE

WDPB	64	Seaford	1:00 EST

FLORIDA

WLRN	17	Miami	TBA
ITFS		Palm Beach Co. School District	1:00 EST
WUSF	16	Tampa	12:30 EST
Ed. Chan.	18	Tampa	1:00 EST
WJCT	7	Jacksonville	1:00 EST

GEORGIA

GPTV		Atlanta	1:00 EST
WGTV	8	Atlanta	
WJSP	28	Columbus-W. Springs	
WCLP	18	Chatsworth-Dalton	
WDCO	29	Cochran-Macon	
WACS	25	Dawson-Americus	
WABW	14	Pelham-Albany	
WVAN	9	Savannah-Pembroke	
WXGA	8	Waycross-Valdosta	
WCES	20	Wrens-Augusta	

ILLINOIS

WSIU	8	Carbondale/Mt. Vernon	12:00 CST
WEIU	51	Charleston	
WUSI	16	Olney	
WILL	12	Urbana	
KG2-66	6	Wilmette	
KG2-66	18	Winnetka, Glencoe, Kenilworth	

INDIANA

WTIU 30	Bloomington	TBA
WNIN 9	Evansville	12:00 EST
LTV 54	Fort Wayne	TBA
WIPB 49	Muncie	1:00 EST
WVUT 22	Vincennes	1:00 EST

IOWA

IPTV	statewide	12:00 CST
KDIN 11	Des Moines	
KBIN 32	Council Bluffs	
KTIN 21	Fort Dodge	
KIIN 12	Iowa City	
KYIN 24	Mason City	
KHIN 36	Red Oak	
KSIN 27	Sioux City	
KRIN 32	Waterloo	

KANSAS

KTWU 11	Topeka	1:00 CST
KPTS 8	Wichita	12:00 CST

KENTUCKY

WKAS 25	Ashland	1:00 EST
WKGB 53	Bowling Green	12:00 CST
WCVN 54	Covington	1:00 EST
WKZT 23	Elizabethtown	1:00 EST
WKHA 35	Hazard	1:00 EST
WKLE 46	Lex., Richmond	1:00 EST
KET Star. Chan. 703	Lexington	1:00 EST
WKPC 15	Louisville	1:00 EST
WKMJ 68	Louisville	1:00 EST
WKMA 35	Madisonville	12:00 CST
WKMU 21	Murray	12:00 CST
WKOH 31	Owensboro	12:00 CST
WKPD 29	Paducah	12:00 CST
WKPI 22	Pikeville	1:00 EST
WKSO 29	Somerset	1:00 EST
WKON 52	Owenton	12:00 CST
WSIU 8	Paducah	12:00 C ST

LOUISIANA

WLPB 27	Baton Rouge		12:00 CST
KLPA 25	Alexandria		
KLPB 24	Lafayette		
KLTL 18	Lake Charles		
KLTM 13	Monroe		
WLAE 32	New Orleans		
KLTS 24	Shreveport		

MAINE

WCBB 10	Augusta		1:00 EST
WMEB 12	Bangor		1:00 EST
WMEA 26	Biddeford		1:00 EST
WMED 13	Calais		1:00 EST
WMEM10	Presque Isle		1:00 EST

MARYLAND

MD Public TV statewide			1:00 EST
WMPB 67	Baltimore		1:00 EST
WMPT 22	Annapolis		1:00 EST
WFPT 62	Frederick		1:00 EST
WWPB 31	Hagerstown		1:00 EST
WGPT 36	Oakland		1:00 EST
WPCB 28	Salisbury		1:00 EST
Ed. Ch. 60	Montgomery Co. P.S.		TBA

MICHIGAN

WFUM 28	Flint		1:00 EST
WGVU 35	Grand Rapids		1:00 EST
WGVK 52	Kalamazoo		1:00 EST

MINNESOTA

KAWE 9	Bemidji	3/8	5:30 a.m.
		3/10	12:00 p.m.
KAWB 22	Brainerd	3/8	5:30 a.m.
		3/10	12:00 p.m.
KWCM 10	Appleton		12:00 CST
KSMN 20	Worthington		12:00 CST

MISSISSIPPI

WMPN	Miss. ETV statewide	12:00 CST
WMPN 29	Jackson	12:00 CST
WMAH 19	Biloxi	12:00 CST
WMAE 12	Booneville	12:00 CST
WMAU 17	Bude	12:00 CST
WMAO 23	Greenwood	12:00 CST
WMAW 14	Meridian	12:00 CST
WMAB 2	Mississippi State	12:00 CST
WMAV 18	Oxford	12:00 CST

MISSOURI

WSIU 8	Cape Giardeau	12:00 CST
KOZJ 26	Joplin	12:00 CST
KCPT 19	Kansas City	12:00 CST
KOZK 21	Springfield	12:00 CST
KETC 9	St. Louis	12:00 CST

NEBRASKA

Nebraska	ETV statewide	1:35 CST
KYNE 26	Omaha	
KTNE 13	Alliance	
KMNE 7	Bassett	
KHNE 29	Hastings	
KLNE 3	Lexington	
KRNE 12	Merriman	
KXNE 19	Norfolk	
KPNE 9	North Platte	
KUON 12	Lincoln	

NEVADA

KLVX 10	Las Vegas	10:00 PST
KNPB 5	Reno	TBA

NEW HAMPSHIRE

WENH 11	Durham	1:00 EST

NEW MEXICO

KNME 5	Albuquerque	TBA
KRWG 22	Las Cruces	11:00 MST
KENW *3	East. NM/West TX	11:00 MST

*various channels represented; call local carrier

NEW YORK

WSKG 46	Binghamton/Vestal	1:00 EST
WNED 17	Buffalo	3/10
WCFE 57	Plattsburgh	
WXXI 21/11/cable	Rochester	
WMHT 17	Schenectady	
WCNY 24	Syracuse	
WPBS 16	Watertown	

ITV KRS-81, KRW-67, Ch. 8, 10, 12 Archdiocese of NY

NORTH CAROLINA

WUNF 33	Asheville	1:00 EST
CMS 21	Charlotte	
WUNC 4	Chapel Hill	
WUND 2	Columbia	
WUNG 58	Concord, Charlotte	
WUNK 25	Greeneville	
WUNM 19	Jacksonville	
WUNE 17	Linville	
WUNU 31	Lumberton	
WUNP 36	Roanoke Rapids	
WUNJ 39	Wilmington	
WUNL 26	Winston-Salem	

NORTH DAKOTA

KBME 3	Bismarck	3/8	5:30 a.m.,
		3/10	9 a.m.
KDSE 9	Dickenson		
KJRE 19	Ellendale		
KFME 13	Fargo		
KGFE 2	Grand Forks		
KSRE 6	Minot		
KWSE 4	Williston		
cable	Winnepeg		

OHIO

WOUB 20	Athens	1:00 EST
WOUC 44	Athens	1:00 EST
WCET 48	Cincinnati	1:00 EST
Time Warner cable ch. 4, 20		1:00 EST
WVIZ 25	Cleveland	1:00 EST
	repeat 3/24 at	4 a.m. EST
WGTE 30	Toledo	1:00 EST

OREGON

KOAB 3	Bend	10:00 PST
KOAC 7	Corvallis	10:00 PST
KEPB 28	Eugene	10:00 PST
KTVR 13	La Grande	10:00 PST
KSYS 8	Medford	TBA
KFTS 22	Klamath Falls	TBA
KOPB 10	Portland	10:00 PST

PENNSYLVANIA

WLVT 39	Beth./Allentown	TBA
WHYY 12	Phila./Wilmington	1:00 EST
WDPB 64	Seaford, DE	1:00 EST
WQED 13	Pittsburgh	1:00 EST
WVIA 44	Pittston	1:00 EST
WPSX 3	University Park	1:00 EST

PUERTO RICO

WIPR 6	San Juan 4/22	TBA
WIPM 3	Mayaguez 4/22	TBA

RHODE ISLAND

WSBE 36	Providence	1:00 EST

SOUTH CAROLINA

WRLK 35	Columbia	1:00 EST

SOUTH DAKOTA

SD PTV	statewide	11:00 MST, 12:00 CST
KUSD 2	Vermillion	
KBHE 9	Rapid City	
KDSD 16	Aberdeen	
KPSD 13	Eagle Butte-Faith	
KQSD 11	Lowry	
KZSD 8	Martin	
KTSD 10	Pierre	
KCSD 23	Sioux Falls	

TENNESSEE

WTCI 45	Chattanooga	1:00 EST
WCTE 22	Cookville	12:00
WSJK 2	Knoxville-Sneedville	1:00 EST
WKOP 15	Knoxville	1:00 EST
WKNO 10	Memphis	10:30 a.m.
	repeat 3/10 at	9 a.m.
WDCN 8	Nashville	12:00 CST
WLJT 11	Martin	12:00 CST

TEXAS

KLRU18	Austin	1:00 CST
	repeat 3/10 at	1 p.m. CST
KEDT 16	Corpus Christi	12:00 CST
KDTN 2	Dallas	12:00 CST
KUHT 8	Houston	12:00 CST
KNCT 46	Killeen	12:00 CST
KLRN 9	San Antonio	12:00 CST
	repeat 3/13, 3/17 at	10 a.m.
KCTF 34,4	Waco	TBA
KENW	Western Texas	11:00 MST

UTAH

KUED 7	Salt Lake City	11:00 MST
KULC 9	Ogden 3/13	10:00 MST

VERMONT

WETK 33	Burlington	1:00 EST
WVTA 41	Windsor	1:00 EST
WVER 28	Rutland	1:00 EST
WVTB 20	St. Johnsbury	1:00 EST

VIRGINIA

WHTJ 41	Charlottesville	1:00 EST
WVPT 51	Hrrsnbg/Staunton	
WCVE 23	Richmond	
WBRA 15	Roanoke	
WSBN 47	Norton	
WMSY 52	Marion	

WASHINGTON

KCTS 9	Seattle	1:00 EST, repeat TBA

WEST VIRGINIA

WSWP 9	Grandview-Beckley	1:00 EST
WPBY 33	Huntgn-Charleston	1:00 EST
WNPB 24	Morgantown	1:00 EST

WISCONSIN

WHWC 28	Eau Claire	12:00 CST
WPNE 38	Green Bay	
WHLA 30	LaCrosse	
WHA 21	Madison	
WMVT 36	Milwaukee	
WLEF 36	Park Falls	
WHRM 30	Wausau	

WYOMING

KCWC	statewide	11:00 MST

Turn Your MIOSM/WLC Activities Into Community Centerpieces

1. Ask a shopping center to schedule student performances to celebrate Music In Our Schools Month.
2. Have students list ways that music is a part of their everyday lives. Have them compare lists with friends and family members.
3. Have each student interview family members about what their favorite songs were when they were the same age as the student. Create musical family trees with the information.
4. Schedule a special performance at your school. Invite a professional performer or a group of community musicians to perform for your students.
5. Ask your local symphony or community band to get involved by including students in an MIOSM concert or event.
6. Take students to perform at the senior citizens' center or nursing home, or invite these groups to your school for a special concert.
7. Coordinate WLC and MIOSM activities to include local Tri-M and Collegiate MENC chapters.
8. Invite the community to a music class open house. This is an opportunity to feature the basic education role of music in our schools, rather than to focus entirely on the performance aspect of music.
9. Create an adopt a musician program through the local adult day care or senior center. Have students adopt a senior and spend some time interviewing them about what musical experiences they have had during their lives.
10. Contact your local school boards association and invite its members to visit or participate in your MIOSM/WLC activities.

Ways to publicize your MIOSM/WLC celebrations

1. Submit MIOSM articles to state music educators journals
2. Submit articles about MIOSM to state educators journals which are distributed to school board members and administrators.
3. Supply local newspapers with press regular press releases on all of your activities.
4. Contact program chairpersons of local civic organizations (Lion's Club, American Legion, Garden Club, etc.) and suggest an MIOSM program for their February and March meetings.
5. Contact the local Chamber of Commerce, telephone companies, banks - anyone who publishes a calendar of events - and ask that they include a notice of MIOSM/WLC events.
6. Schedule an outstanding musical group to perform for your local or state government officials.
7. Write articles for the local newspapers emphasizing the value of music education. Ask

them to cover as many MIOSM events as possible. Many newspapers include MIOSM activities in their calendars of special events. Many also include nationally sy ndicated children's sections or similar local pages that offer creative possibilities for MIOSM coverage.

8. Contact local businesses and suggest that they invite school music groups to perform for their employees. Businesses have run articles and photographs of MIOSM presentations in their publications in the past.
9. Ask local businesses to publicize MIOSM. In the past, music education messages have been displayed on milk cartons and on grocery store shopping bags. Please contact Deidre Healy in the Outreach Department at 800-336-3768 for specifications on t he use of MENC and MIOSM logos.
10. Ask business people to donate previously purchased billboards to promote music education.
11. Encourage businesses to purchase MIOSM awareness items and display them in: bank lobbies, hotel lobbies, restaurants, store windows, libraries, and community centers.
12. Send photos and descriptions of your events to MENC for possible inclusion in Teaching Music and other MENC publications. Be sure to include contact information.

Publicity Outlets

Here is a list of some additional publicity outlets that may exist in your community. Be sure to consider them as you promote your programs. Find out who the editors of the publications are printing and what their deadlines are.

Area high school and college publications
Chamber of Commerce Publications
Civic club publications
Women's club publications
Church and synagogue bulletins
Fraternal organization publications
Municipal and state publications
Educational publications
Magazines
Monthly papers
Business publications
Suburban advertisements and shopping guides
Retirement community publications

For information on working with the media to publicize your activities, how to get a resolution passed in your state, and general tips for publictiy and advocacy see section on Advocacy Tips.

Activity Ideas for Teachers

Ideas for Your MIOSM/WLC Celebration:

1. Take advantage of MIOSM events and the WLC to teach students about concert etiquette.
2. Sponsor a poster or poetry contest. Posters and poems should support music in our schools and revolve around the current year"s theme. These can be judged by individuals from outside the school.
3. Ask students to draw their favorite musical instrument. A variation might be to have students design an instrument of the future.
4. Bring in homemade instruments for "show and tell."
5. Have a "music auction." Students earn "melody bucks" prior to the sale through various classroom activities. Ask retailers to donate records, printed music, free lesson certificates, t-shirts, kazoos, novelty items, etc. Items can be displayed prior to the auction with contributor designation. The children use their "melody bucks" to bid on merchandise.
6. Include a "musical touch" in the morning announcements, e.g., have a mystery tune each day or a trivia question about music with MIOSM prizes for the winner.
7. Have a talent show emphasizing music, e.g. tell a story of joke about music, or read a poem about music. Be sure to also include traditional acts of singing, playing instruments, etc. Invite the parents. Choose a winning act from each class and hold a winners" assembly.
8. Present faculty members with MIOSM buttons and ask that they wear them every day during March.
9. Present students with lapel stickers to wear during the WLC broadcast.
10. Take a field trip during MIOSM to hear a local college group, community chorus or orchestra, or, invite them to perform at your school.
11. Make a "Music Month" calendar. Suggest students dress for different eras of music. Play appropriate music as students arrive in the morning and at lunch time.
12. Ask the lunchroom to rename lunch items with musical themes. Examples: Polka Potatoes, Harmonic Ham Sandwiches, Fruit Cup Forte, Piccolo Pizza, etc. Students will enjoy coming up with these fun names.
13. Invite teachers in your school to sing along with the WLC. Better yet, create a teacher chorus to perform at an MIOSM concert. Teacher instrumental ensembles would be great, too.
14. Place music education messages on local marquees.
15. Ask the local radio station if your group can record PSAs for the WLC.
16. Plan an all school sing.
17. Collaborate with the art teacher and have students design posters, banners, and buttons featuring the MIOSM theme.
18. Collaborate with your schools history or social studies departments to create special cross-curricular activities based upon the theme of the concert, or the pieces that will be

performed.

19. Schedule a special performance at your school. Invite a professional performer or a group of community musicians to perform for your students.
20. Participate in the World"s Largest Concert. The WLC has inherent publicity appeal. Many of the above suggestions can be applied to the WLC to further enhance its attractiveness to the press (i.e. performing outside the school, inviting guests, etc.).
21. Ask a shopping center to schedule student performances to celebrate music in our schools month.
22. Have students list ways that music is a part of their lives everyday. Have them compare lists with friends and family members.
23. Have students interview family members about what their favorite songs are. Create musical family trees with the information.
24. Ask students to cut pictures of music and musicians out of magazines, create a musical wall collage for your classroom(s).

Successful MIOSM and WLC Activity Ideas from MENC Members

Please take the time to read through these successful programs, you may find an idea or two worth trying! Our thanks to all of the educators who sent us their WLC registration form. There are many fun and innovative MIOSM/WLC celebrations taking place in every state and in Europe, and we love reading about each of them!

- Students from Pagosa Springs Intermediate in Pagosa Springs, Colorado, gave up their recess for five weeks prior to the WLC to rehearse the songs!
- Students from the Virginia School for the Deaf and the Blind at Hampton viewed the concert and sang along. Additional students attended a concert of the Williamsburg Symphonia.
- Each class at Columbia Elementary in Logansport, Indiana, celebrated MIOSM in a different way. The first- and second-graders made musical instruments, and a musical was presented by the third grade for the school and public. The fourth graders enjoyed attending a symphony concert, and the fifth grade class made ocarinas in art class.
- Union County, South Carolina elementary and high school students performed on the steps of the Union County Courthouse to help promote awareness of Music in our Schools Month.
- Students from Meade County High School Tri-M chapter # 2363 judged a "homemade" instrument contest at James R. Allen Primary in Brandenburg, Kentucky.
- The mayor of Elkhart, Kansas, issued a special proclamation to commemorate the first year that Elkhart Grade School participated in the WLC. Students and staff walked to City Hall where the WLC was projected on a big screen. They report that there was ample room for teachers, parents, friends, and merchants.
- Music educators in Harleysville, Pennsylvania, presented a free faculty recital, including solo and ensemble performances, representing many styles of music to students.
- The faculty of Emmarton Elementary School in Bel Air, Maryland, also performed for students. The "orchestra" consisted of a violin, string bass, trumpet, flute, bassoon, 2 clarinets, cymbals, snare drum, bass drum, piano and many kazoos!
- Students at Douglas Middle School in Douglas, Wyoming, wrote and produced PSAs for

a local radio station which were aired during the month of March. Additionally, students sent invitations to participate in the WLC to parents, grandparents, administrators, and school board members.

- First United Methodist School in Kissimmee, Florida, held an area open house that included music and an art show. The music teachers showed some extra spirit by dressing as Bach and Mozart for the WLC!
- In addition to the WLC, Renovo, Pennsylvania elementary school also presented a "March Music Program" at which a student chorus and a 20 voice faculty chorus sang.
- Fourth grade students from Lincoln Street Elementary in Exeter, New Hampshire invited their parents to a folk dance evening at which students performed dances from around the world.
- Washington Elementary School in Moline, Illinois participated in a WLC event organized by the Collegiate MENC chapter #270 from Augustana College, the event included the broadcast of the WLC and activities for the students.
- A poster contest was held at Whittington Primary in Crisfield, Maryland and Princess Anne Primary in Princess Anne, Maryland to promote MIOSM in the community. Students also held a "penny war". They collected their pennies and the class with most pennies won a trophy and party. All of the collected money was used to buy musical and education games and books for the individual classrooms.
- Guttenburg Elementary in Guttenburg, Iowa, took advantage of MIOSM to broaden student"s musical horizons by inviting a gentleman to the school to perform on the saw.
- In Greensboro, North Carolina, The Caldwell Academy celebrated MIOSM by throwing a Grandparent"s Day Celebration. Students invited their grandparents to a school wide sing-a-long featuring selections from the Get America Singing, Again! Songbook.
- Washington Elementary in Eastlake, Ohio decorated the school showcase with posters featuring the National Standards for Music Education and examples of how concepts are taught to students there.
- Third graders from Ashley River Creative Arts Elementary School combined music and creative writing when they wrote Japanese Haiku-style poems on musical themes. The poems were decorated and then placed on the walls of the cafeteria.
- In West New York, New Jersey, students at PS# 1 expanded their musical celebrations to include an enthusiastic and successful performance with special education students for the first time.
- Kline Whitis Elementary in Lampasas, Texas, sent a "thank you" banner to the PBS station that aired the WLC program.
- Fourth- through sixth-grade students from the Southeastern Academy in Lumberton, South Carolina, were invited to attend a recital of organ music at First Baptist Church.
- The fourth- and fifth-grade chorus and string ensemble from Jackson Elementary School in Jackson, Wyoming, presented a program for a local nursing home.
- Medart Elementary School in Crawfordville, Florida, also celebrated the WLC by performing select pieces for senior citizens.
- The John Ireland School in St. Peter, Minnesota celebrated MIOSM at a special concert on March 29th, which marked the one year anniversary of the town being struck by a tornado. People spoke about how music helps them through hard times and how music helps build feelings of community.
- The Kyrene de los Lagos school in Phoenix, Arizona, celebrated MIOSM by sponsoring

a multi-cultural music week. Students were treated to a Korean instrumental and dance group which performed a fan dance and traditional Korean music, and a performance by a professional steel drum band.

- The faculty of Home Street Elementary in Warren, Pennsylvania, helped to rehearse students as they prepared for the WLC, and, at the concert students were joined by faculty and staff as they sang along with the broadcast. Home Street Elementary has performed in every single WLC.
- In Elliston, Virginia, at the Elliston-Lafayette Elementary School, the music teacher and art teacher combined forces organizing activities throughout the month. They celebrated a different decade every week starting with the 1950s and working through the 1980s. Each Friday was a dress-up day and a talent show was held at the end of the month.
- B.L. Bell Elementary in Boyle, Mississippi, hosted special guests from Delta State University"s opera class who performed two operettas.
- A special MIOSM newsletter was distributed to all K_6 parents of Madison County Elementary in Gurley, Alabama. It featured information on events such as the performance by the kindergarten class at the March PTA meeting. Opportunities to celebrate MIOSM within the community were also highlighted in the newsletter.
- Landstuhl Elementary/Middle School in Germany held an open house for parents to join their children for music class. Active participation was encouraged for the parents as well as the students!
- Each morning at Benton Heights Year-Round Elementary School in Monroe, North Carolina, a "2-minute composer moment" was presented over the intercom. These were researched and written by the fourth- and fifth-graders. Students were treated to musical performances by their parents and relatives. Homerooms were busy with decorating and a writing exercise in which they were given a simple melody and came up with their own lyrics.
- Hollie Parsons Elementary in Copperas Cove, Texas was busy with a sock-hop, a music quote of the day and a homemade instrument show and tell. They also held several contests: a poster contest, an essay contest, and a trivia contest!

Music In Our Schools Month and The World's Largest Concert

2000

Host: Historical Figure Betsy Ross
Theme: "Make Music America! 2000"
Site: "American Gardens Theatre" in Epcot" at the Walt Disney World" Resort

1999

Host: Kathy Mattea
Theme: "Make Music, America!"
Site: Walt Disney World" Resort Orlando, Florida

1998

Host: The Canadian Brass
Theme: "Music Power!"
Site: Madison Civic Center, Madison, Wisconsin

1997

Host: The Canadian Brass
Theme: "Music-It's Worth It!"
Site: Blockbuster Desert Sky Pavilion, Phoenix, Arizona

1996

Host: Mervyn Warren
Theme: "Music Is Key!"
Site: Interlochen Center for the Arts, Interlochen, Michigan

1995

Host: Bob McGrath
Theme: "Music Means the World to Me"
Site: Midland Theatre, Kansas City, Missouri

1994

Host: Keshia Knight Pulliam
Theme: "Music for Good Measure"
Site: The Lisner Auditorium, George Washington University, Washington, DC

1993

Host: Cynthia Gibb
Theme: "Make Time For Music"
Site: The John F. Kennedy Center for the Performing Arts, Washington, DC

1992

Host: Sandy Duncan
Theme: "Make Music, America!"
Site: Walt Disney World® Resort, Orlando, Florida

1991

Host: Marilyn McCoo
Theme: "A World In Tune"
Site: Walt Disney World® Resort, Orlando, Florida

1990

Host: Marilyn McCoo
Theme: "United By Music"
Site: DAR Constitution Hall, Washington, DC

1989

Host: Shari Lewis
Theme: "All Together Now"
Site: Brooklyn Center for the Performing Arts, New York

1988

Host: Shari Lewis
Theme: "America Takes Note!"
Site: DAR Constitution Hall, Washington, DC

1987

Host: Lou Rawls
Theme: "America the Musical"
Site: DAR Constitution Hall, Washington, DC

1986

Host: Constance Towers
Theme: "Music Brings Us Together"
Site: DAR Constitution Hall, Washington, DC

1985

Host: Art Buchwald
Theme: "Music for All Ages"
Site: DAR Constitution Hall, Washington, DC

Music In Our Schools Week 1977-1984

1984 Music Is A Sharing Experience
1983 Music Is Everybody's Language
1982 Music: A Sound Investment
1981 Music Is Sound Learning
1980 Music Counts!
1979 Make Mine Music
1978 Music Is Basic
1977 Harmony

Getting Started

IMPORTANT COPYRIGHT INFORMATION

MENC is able to print the musical selections for the 2000 World's Largest Concert in the Teacher's Guide because the copyright holders have generously granted us permission to do so. Teachers are permitted to reproduce sufficient copies of the student pages for use in the 2000 World's Largest Concert only. When you reproduce the music, please be sure that the copyright notice appears once on each piece. Please help us continue our partnerships with these publishers and composers by refraining from using this music for any purpose other than the 2000 WLC, and ensure that you destroy copies after the broadcast has aired. If you prefer, student copies of the music may be purchased from your favorite choral music dealer.

Any questions regarding audio or video recording should be directed to the WLC Coordinator at MENC 1-800-336-3768.

Participating in the World's Largest Concert

If this is your first WLC, here are some tips to help you make the most of this special event.

1. Plan in advance to have the school assembled, the television set up and operational, etc. Call your local PBS station well ahead of the concert date to be sure of the date and time of your local broadcast.

2. Please note that the program order is subject to change. The songs are printed in this guide in the expected order that they will be sung at the concert, but it's best to warn your students that they'll need to be ready for changes. The student orchestra will also perform an instrumental arrangement of George M. Cohen's most popular pieces by Jim Christensen.

3. To make the most of the WLC experience, MENC recommends all your students participate fully by singing the entire concert. However, some teachers who are only able to hold infrequent rehearsals or have very young children have participated successfully by dividing songs between different classes; by teaching only the melody part of each song to their classes; or by merely having their classes watch the WLC and discussing it afterwards.

4. At press time, a rehearsal tape is planned to be made available for teachers who do not wish to play the accompaniments. Call MENC for information.

5. Please call MENC at 1-800-336-3768 if you have any questions about participating.

Thank you for helping us make the 2000 WLC the biggest and best ever!

Registration Form

Help us measure the success of the 2000 WLC by completing and returning this registration form. After the concert broadcast, you'll receive a special WLC participation certificate. One certificate per school, please. Thanks for your help!

YES! We will participate in the 2000 World's Largest Concert!

Name_____

Title_____

School_____

Address_____

City/State/Zip_____

Phone_____

We'll be watching on PBS stations (include call letters and channel):_____

Number of participants (projected):_____ Grade levels of participants: _____

Are you an MENC member? _____

Tell us how you celebrated MIOSM or participated in the World's Largest Concert! (Use an additional sheet of paper if needed.)

_____

_____

_____

_____

_____

_____

_____

Mail completed form to: WLC Coordinator, MENC, 1806 Robert Fulton Drive, Reston, VA 20191

Fun Facts

Please feel free to use these fun facts. They can be posted on a bulletin board, included in a concert program, or used in preparing additional lesson plans.

Yankee Doodle

- "Yankee Doodle" was a popular song during the American Revolution. It is so popular that, even today, it represents America!
- Almost no secular music was printed in the colonies until a few years after the Revolutionary War in 1783, and because of that, the first version of "Yankee Doodle" was published in Scotland!
- British troops sang "Yankee Doodle" to heckle colonial revolutionaries during the American War of Independence, until the colonialists reclaimed their song and used it to taunt the British
- The word Dandy means a man who is very careful in his appearance
- "Yankee Doodle" is the official state song of Connecticut
- A modified version of the music to "Yankee Doodle" Dandy appears in the last movement of Dvorak's Symphony No. 9. A modified version of "Yankee Doodle," by George M. Cohan, will appear in the 2000 World's Largest Concert, too!

I've Been Working on the Railroad

- "I've Been Working on the Railroad" first appeared in print in 1894, under the title Levee Song
- At its largest, the national railroad network included 254,000 miles
- The first railroads appeared in the 1820's, the first railroad to carry both passengers and freight was the Baltimore and Ohio (B&O), which began operation in 1830. It was powered by the Tom Thumb locomotive.
- The "Golden Spike" really exists in Promontory, Utah, it marks the point where the Union Pacific and Central Pacific railroads met in 1869
- All kinds of people worked on the railroads, the workers represented many nationalities, ethnic groups, and levels in society
- Before railroads, people traveled by barge, turnpike and stagecoach, and of course, on horseback and on foot!

Home on the Range

- The words to "Home on the Range" were written by Dr. Brewster Higley, and the music by Daniel E.Kelley.
- It appears that the words were first published in 1873, in the December issue of The Smith County Pioneer in the state of Kansas.
- The song has been published under the names "Oh, Give me a Home where the Buffalo Roam," "Western Home" and "An Arizona Home."
- "Home on the Range" was published in a few collections of Cowboy Songs in the early 1900's
- "Home on the Range" is the official state song of Kansas

When the Saints Go Marching In

- "When the Saints Go Marching In" is a spiritual. Spirituals can be described as religious folk songs. Most folk music has been handed down generation to generation through oral tradition. Can you name some traditions that your family follows?
- This popular piece is often associated with New Orleans, which is referred to as the birthplace of jazz.
- There are many verses to "When the Saints Go Marching In" have a class contest to see who can discover the most verses. Then, write a new verse to the melody of "When the Saints Go Marching In."
- Saints are religious figures who represent specific things. The Saint for music is named Cecilia.

Let's Make Music, America!

- The thirteen original colonies were (in order): Virginia, Massachusetts, New York, Maryland, Rhode Island, Connecticut, Delaware, New Hampshire, North Carolina, South Carolina, New Jersey, Pennsylvania, and Georgia.
- The United States has one of the most culturally diverse histories of folk music in the world.
- The largest state in the US is Alaska, it measures 591,004 square miles, the smallest state is Rhode Island, measuring 1,214 square miles.
- Every state has its own flower, bird, insect and song. Do you know what yours are?

- Washington, D.C., the nation's capitol is not a state.
- The first capital of the United States was not Washington, D.C. Do you know where it was?
- Hawaii was the last state to be added to the United States. Hawaii was admitted in August of 1959.

Betsy Ross

The host for this year's World's Largest Concert is historical figure, Betsy Ross!

- Betsy Ross lived in Philadelphia from 1752-1836, where she sewed a special flag for the American Colonies. She sewed her flag at the request of George Washington, head of the Continental Army, George Ross, her uncle and Robert Morris an important business man. Her flag had 13 stripes, red and white and 13 white stars on a blue background.
- The Continental Congress officially adopted the Betsy Ross flag in June of 1777.
- As states are added the Union, a star is added to the flag. There are fifty states and fifty stars. However, the number of stripes remains the same. They represent the original thirteen colonies.
- Betsy Ross' house still stands in Philadelphia, it has been turned into a museum you can visit!

Lesson 1

Standards 1,6

Objective: Students will demonstrate appropriate singing skills while performing a familiar song as a class and will respond to the cues of a student conductor.

Materials:

Copies of "I've Been Working on the Railroad"
Conducting baton (optional)

Prior Knowledge and Experiences

Students are familiar with "I've Been Working on the Railroad"
Students have worked on singing skills

Procedures

1. Before class, draw a basic 4/4 conducting pattern on board or overhead, have it displayed so that students can see it as they enter the room.
2. After students are seated, demonstrate the conducting pattern for common (or 4/4) time. Invite students to conduct from their seats.
3. Ask students how they could signal someone to get louder without speaking. (Hands to ears, raising hands palms up, etc.) Ask again, this time to make someone more quiet (finger to lips, lowering hands palms down). Show students how you "signal" them to sing more quietly or loudly. Identify proper terminology (accelerando, crescendo, etc). Repeat activity with "fermata."
4. Pass out copies of "I've Been Working on the Railroad" to students. Sing it through so students are again familiar with the tune. Exaggerate conducting gestures.
5. Make a game of "following the conductor" exaggerate gestures, change tempos, dynamics and insert unexpected fermatas.
6. Ask students to volunteer to conduct the class. Assign the students smaller sections of the music to use. Instruct students to insert two conducting "surprises" during the performance
7. After the activity is completed, ask students to evaluate how the class responded to the conductor. Were some cues easier to respond to? Were some of the changes easier to adjust to? (Diminuendo easier than crescendo, why or why not?). Why is it important to have a conductor?

Indicators of Success:

- Students follow the gestures of the conductor, responding to changes in dynamics and tempo.

- Students lead their classmates, using simple conducting gestures.
- Students evaluate ability to follow conductor and offer recommendations on how to improve.

Follow up:

- Revisit activity with other pieces of music.
- Select a student to conduct the class at a concert.

Lesson 2

Standards: 1,6,7

Objective: Students will sing with good balance and blend, match dynamic levels as they sing and will demonstrate awareness of the role of the individual within the group..

Materials:

Copies of "I'm a Yankee Doodle Dandy"
Tape recorder
Blank tape
Chalkboard or overhead

Prior knowledge and experience: Students are familiar with "I'm a Yankee Doodle Dandy" and have prior experience with music theory terms pertaining to dynamics.

Procedures:

1. As a warm-up activity, ask students to define terms "blend" and "balance" (does not have to be musical definition). Record answers on the chalkboard or overhead. Discuss the importance of balance and blend in performance.
2. Pass out copies of "I'm a Yankee Doodle Dandy," have students sing the song through once for review. Tape the students singing, save the tape for the end of class.
3. Select sections of song to use in class. Begin to experiment with balance and blend. Divide the students by part and have some of them sing forte and others piano. Also, divide students into groups of different sizes, 10 singing against 5, for example. Tape the "experiments."
4. Have students listen to the tape and describe what they hear. Lead discussion on why blend and balance are important in singing.
5. Divide the class into small groups. Have the groups practice singing the song, listening to and adjusting their sound for balance and blend.
6. Have each group select a conductor and sing for the class. Have the group members explain any adjustments or changes they had to make in order to produce the best sound as a group.
7. Have classmates comment on the performance.
8. Reassemble the class and have them sing the song through again, matching the dynamic levels. Record the performance. Play both tapes for the students and have them comment on differences or improvements in the two performances.

Indicators of Success:

- Students are able to determine with reasonable accuracy the extent of improvement in their performances.

- Students demonstrated ensemble skills by correcting problems as they occur.
- Students sing with good balance and blend.
- Students sing with increased attention to the sound of the entire group.

Follow-up:

- Keep the tape of the second performance to use as a comparison after students are more familiar with the song.
- Encourage students to record themselves as they practice at home. Have them review and critique their practice sessions.

Lesson 3

Standards: 1

Objective: Students will sing accurately with good breath control, expressing the text with appropriate dynamics and tempo.

Materials

Copies of "Home on the Range"

Prior Knowledge and Experiences: Students can sing the selected piece. Students demonstrate good sitting and standing postures for singing.

Procedures

1. Ask students to roll their shoulders back and down, keeping the chest in a high or level position. Have them place one hand on the upper chest to keep it steady and place the other hand with the thumb at the base of the sternum and the fifth finger on the navel. Demonstrate taking a long, cold air sip and filling the lower hand with air. Invite students to do the same. Ask them to feel the release of the abdominal muscles.
2. Have students maintain hand positions and "hiss" each phrase as the accompaniment for the selected song is played. As you conduct air through the phrases, be sure to indicate where students should sip air, filling the lower hand.
3. Ask students to think the text as the accompaniment is played in tempo and with dynamics. Challenge them to allow the air to "fall" into the body as they feel each phrase in the body and hear it in the mind.
4. Ask students to sing the song in tempo with dynamics and without the accompaniment. Challenge them to feel the breath fill the lower hand and feel the release of the abdominal muscles.
5. Conduct as the ensemble performs the song without an accompaniment. Have students stand in good singing position with hands at sides. Remind them to feel the breath enter the body for each phrase as they sing the song with expression.

Indicators of success:

- Students control the breath to express the text with appropriate dynamics and accurate pitch.

Follow up:

- Help students continue to develop breath control by including at least one long-phrase song in each rehearsal. Apply procedures in this strategy when teaching songs.

Lesson 4

Standards: 2,5,7

Objective: Using rhythm instruments and maintaining a steady pulse, students will perform rhythm patterns in "Let's Make Music, America!" Students will echo and perform selected melodic patterns from "Let's Make Music America!"

Materials:

Rhythm instruments
Chart or transparency of rhythm patterns
Overhead projector, if needed
Selection of rhythmic phrases appropriate for class review (determination by educator) from "Let's Make Music, America!"

Prior Knowledge and Experience:

- Students are familiar with echoing rhythmic and melodic phrases.
- Students are able to read quarter, eighth note and syncopated rhythms.

Procedures

1. Divide the class into two groups.
2. Distribute non-pitched rhythm instruments to Group One.
3. Clap or tap the rhythm pattern for students in group one, while the students read the rhythm on the chart or transparency.
4. Have group one echo the rhythm back, using the percussion instruments, while you point to the notation on the chart. Group two listens for accuracy
5. Invite group two to report what they've heard.
6. Repeat the echo exercise with group two, while group one listens for accuracy.
7. Introduce the pitches for the piece by echo singing parts with the students.
8. Divide the class, assign parts to students, have the class echo sing both parts.
9. End exercise by leading entire class through selected rhythmic phrases

Indicators of Success:

- Students are able to perform selected phrases from "Let's Make Music, America!" with accuracy in pitch and rhythm.

Follow-up:

- Select students to perform in a small percussion ensemble to accompany the chorus during the performance of the World's Largest Concert.

Lesson 5

Standards: 3,5,6

Objective: Students will learn to identify and discuss "scat" singing in different pieces of music and will utilize this knowledge in echoing scat phrases from "When the Saints Go Marching In."

Materials:

2-3 recorded examples of scat singing
Word & rhythm chart measures 59 (w/pick-up) through 81 on overhead or blackboard (be sure to indicate phrasing) of "When the Saints Go Marching In."
Cards with four measure phrases of rhythm/words from "When the Saints Go Marching In" for students to use.

Procedures:

1. Warm-up by discussing terms such as scat singing, improvisation, and syncopation.
2. Have students listen to examples of scat music. Invite them to share observations/comments.
3. Ask students to identify some of the "words" or sounds that they hear.
4. Display word and rhythm chart for "When the Saints Go Marching In."
5. Have students echo chant (without pitches) the melodic part in each phrase.
6. Repeat with alto part in each phrase (again, without pitches).
7. Divide students into four groups (one per 4-measure phrase). Distribute the cards with four measure phrases on them to the groups. Have each group practice the soprano and alto parts separately and then together (allow students in groups to decide who chants which part).
8. Invite each group to perform their excerpt for the class. Invite student comments.
9. Have students string together the phrases. In order to minimize confusion, assign rests between the phrases so that students can prepare for their entrance.
10. Lead the class in chanting the parts together.

Indicators of success:

- Students are able to define "scat" singing and identify examples aurally. Students are able to successfully read and perform rhythm chanting of the two vocal parts.

Follow-up:

- Repeat this activity on another day, adding the pitches. Invite students to accompany one another with non-pitched percussion instruments as well. When students are comfortable with the piece as it is written, invite students to improvise upon the melody or singing syllables.

Lesson 6

Standard: 9

Objective: Students will discuss and demonstrate specific behaviors that are appropriate or inappropriate when attending a concert presented by choral musicians from the middle school or a community children's chorus.

Materials:

Transparency with a list of words, similar to the example given in step 1
Copies of printed choral program that describes the choir and provides a list of pieces presented at a children's choir concert in the community
Overhead projector

Procedures:

1. Initiate thinking about concert behavior with this challenge: "Here is a list of words [show transparency]. Let's read them all. Which of these words describes your behavior when you are listening to music in your music class?"

   sitting - kneeling - standing - lying down - going to the restroom
   being still - conducting - moving/dancing - nodding your head - keeping the beat on your leg - being silent - humming - singing - whispering - talking - tapping - eating - drinking - chewing candy - opening a wrapper (candy, gum, sandwich) - applauding - whistling - stamping your feet - standing to applaud
2. Ask, "When do you listen to music at home? Are you really listening to the music? What are you doing when you listen to it?" Have students answer from the list of behaviors again.
3. Extend the discussion by asking, for example, "Do you ever go out with your friends or members of your family to places where you listen to music? Where? When? What is the correct behavior for [name the event]? Has someone ever told you not to do something at a concert?
4. Relate the students' comments to other experiences such as those at a place of worship, sports events, indoor or outdoor concerts in the community, or those seen on television.
5. Hand out copies of a printed choral program. Say, "Pretend that you have just arrived at a choir concert and someone at the door gave you a program. What would you do with it? What would you do with your program during the performance of the music? Are there any choral compositions on the program that you have heard of or sung yourself? Have you heard of any of the composers?
6. Ask students to think of what might have happened at the event described on the program and how the audience would have behaved appropriately.
7. Remind students of the concerts they will attend and discuss when to enter, when to clap, when it is appropriate to talk, and when to get up and leave.

Indicators of Success:

- Students behave appropriately at subsequent musical events at school and in the community.

Follow-up:

- Encourage students to observe audience behavior at other school or community concerts, especially when they are the performers.
- Reward students for their music achievement by taking them to a community children's chorus concert.

Lesson 7

Standard: 7

Objective: Students will listen to three recordings of the song "When the Saints Go Marching In" and will use appropriate music terminology to describe differences among the three and to tell which version they prefer.

Materials:

Three different recordings of the song "When the Saints Go Marching In" (possibly from a "straight" recording, a "swing" recording and an instrumental recording)
Audio-playback equipment
Copies of Venn diagram

Prior Knowledge and Experiences:

- Students are able to sing the song from memory.

Procedures:

1. Tell the students that you have two recordings of the song "When the Saints Go Marching In." Their task will be to describe each recording, to tell how it is the same and different from the other, and to decide which recording they like better.
2. Divide the students into groups of three. Give each group a blank Venn diagram (see the example below). Tell students that they will listen to the first recording and write information about the music they hear in the left circle. Prior to their listening, give the students an opportunity to discuss with their groups what kinds of information they will listen for. For example, they might want to note what kind of voices are singing, which instruments are used in the accompaniment, and how many times the song is repeated.
3. Play the first example for the class. Have the students write down what they have heard on the left side of the Venn diagram. Students may need to listen more than once. Encourage the students to work as teams and to share information. Individual students might listen for specific information and then share what they have heard within the group.
4. Tell the students that they will now hear a second recording of the same song. Ask them to write information about the second version on the right side of the Venn diagram. Play the second recording, and have the students record their information.
5. Ask the students to compare the two versions they have heard using the information they have collected on the Venn diagrams. Have them write the common features of the two versions in the intersection of the two circles. As they do this, have them cross off these common features on the left and right sides. The result should be unique features of the first version in the left circle, unique

features of the second version in the right circle, and common features in the middle.

6. Ask the students to discuss the similarities and differences of the two versions in their groups and then to tell which one they prefer and why. Have the students share their findings with the class using appropriate music terminology.
7. On another day, play the recording of the third version of the song. Ask the students to compare the third version to the first two they have heard. Then have students select a favorite and justify their choice with musical vocabulary. They may do this orally or by writing in their music journals.

Indicators of Success:

Students successfully complete the collection and comparison of information.
Students articulate their findings using age-appropriate music vocabulary.

Follow-up:

Repeat this activity using traditional and rock versions of a familiar song, two versions of an instrumental selection, or the same song performed in two or more cultural traditions.

This lesson plan is found in the MENC Publication, Strategies for Teaching K-4 General Music. This publication is available for purchase at 1-800-828-0229 or online at www.menc.org

Letter from MENC President June Hinckley

As you all know, we are re-visiting our popular theme from last year and updating it to be "Make Music America 2000". This theme presents us with a wonderful way to move into the new millennium. As a national organization, what better way to celebrate the United States of America than to re-dedicate ourselves to examining the role of music within our lives and also within the context of a nation and it's history. The United States. Unity. These are words that present us with a positive vision for the future.

> "Then join hand in hand, brave Americans all!
> By uniting we stand, by dividing we fall."
> John Dickinson, The Liberty Song [1768]

What rings true for our nation, rings true for our profession. As musicians and educators, passionate and committed to the art and substance of music, we are united through MENC and continue our fight on national, state and community levels to ensure that every child has access to a quality music education taught by qualified educators.

Music In our Schools Month offers more than the opportunity to prepare young people for concerts and performances. Invite others to join us in this once in a lifetime celebration of our musical heritage. Invite your students to create an outreach campaign for the importance of music education through letters, PSA's, as well as concerts.

Many of this year's songs were selected from the Get America Singing, Again, songbook and the soon to be released, Get America Singing, Again, Book Two. They lend themselves well to reaching beyond our schools and into our communities and unifying all through song. We encourage you to take this opportunity to invite senior citizens, parents, administrators and community leaders to participate in the World's Largest Concert. Or, you can take the concert to them since it is broadcast on public television and can be viewed by anyone, anywhere. We know you will all enjoy singing along with your students, wherever they are.

Let's all join together with local businesses, community arts groups, and our citizenry, young and old, to Make Music America!

June M. Hinckley

Music In Our Schools Month 2000 Fact Sheet

When? March has been officially designated for the national observance of Music In Our Schools Month (MIOSM) by MENC: The National Association for Music Education. This year marks the twenty-sixth national observance of the Music In Our Schools program as well as the sixteenth anniversary of its expansion from just one week to an entire month.

Where? In 2000, schools and communities throughout the country and overseas will celebrate MIOSM with concerts and other activities based on the theme "Make Music, America!" Classrooms, concert halls, civic buildings, clubs, parks, libraries, and shopping malls will provide the arenas for the public to observe the processes and results of music education.

Who? MENC's fifty-two MIOSM chairpersons (representing each state, the District of Columbia, and European Music Educators) will provide the major thrust for MIOSM activities. Their goal is to involve students, administrators, parents, civic groups, and other community members.

MENC's federated state organizations play an active role in the observance, securing governors' proclamations, enlisting the support of chief state school officers, and establishing organizational structures to help reach individual music educators. National arts and education organizations communicate their support and endorse MIOSM through publications and events.

What is MENC's role? MENC, representing more than 80,000 members, is the sponsor of MIOSM. In addition to announcing the theme, MENC is responsible for communicating ideas to support state and local MIOSM celebrations, coordinating projects, producing the World's Largest Concert, and making available special awareness items such as banners, buttons, and T-shirts.

History of Music In Our Schools Celebrations

1973...The First Music In Our Schools Celebration is sponsored by the New York State School Music Association.

1975-76...MENC sponsors two national Music In Our Schools Days on March 13, 1975, and March 4, 1976.

1977...Music In Our Schools Day is expanded to Music In Our Schools Week in response to many reports from MENC members that one day did not allow enough time to adequately celebrate the many facets of music education.

1985...Music In Our Schools Week is extended to include the entire month of March, allowing music education professionals more flexibility in scheduling activities. The first World's Largest Concert (WLC), a sing-along concert designed to link school children together internationally, is sponsored by MENC.

1990s...Music In Our Schools Month (MIOSM) is celebrated by hundreds of thousands of students, friends, and families in communities worldwide.

Advocacy Tips

Getting Started

Suggested Activities for MIOSM Chairpersons

The following suggestions for enhancing your MIOSM program can be tailored for your particular situation.

1. Organize an MIOSM committee. Your committee should include educators, PTA members, school board members, and members of local music orga nizations and other music-related institutions.

2. Have your first meeting as soon as possible. This first meeting will be both a get-acquainted session and a brainstorming session. Begin planning your activities and divide into subcommittees

3. Establish subcommittees.

Publicity Committee obtains interview spots on radio and television and space in print; encourages business support with marquee messages; sends MIOSM information to organizations.

Public Service Announcements (PSA) Committee secures people in the community, preferably leaders, who will tape 10-, 20-, or 30-second PSAs appropriate for MIOSM.

Events Committee invites community leaders to give a welcoming address at each showcase demonstrati on or performance; encourages dedication of each performance to supporters of music education; coordinates appearances by professional musicians in individual classrooms; plans and schedules MIOSM sessions at state conventions.

Calendar Committee compiles and distributes event calendars for the month with lists of participating schools and organizations and scheduled MIOSM activities.

History Committee writes a history of music education in your area and compiles a documentary record with slides, scrapbooks of clippings, photographs, printed programs, letters of proclamation from community leaders, essays, original music compositions from students, and quotations from participants in MIOSM.

Further activities for your Publicity Com mittee could include:

* Submitting MIOSM articles to state music educators journals.

* Supplying local newspapers with regular press releases on all your activities.

* Making initial contacts with state officials for a governor's proclamation.

* Contacting program chairpersons of civic organizations and suggesting an MIOSM program for their February and March meetings.

* Arranging for your special programs to be taped for broadcast on radio and television stations. (Be sure that copyright restrictions do not prohibit this activity.)

* Contacting local Chambers of Commerce, telephone companies, banks--anyone who publishes a calendar of events--to ask that a notice of MIOSM events be included.

* Sen ding black-and-white photos and descriptions of your MIOSM events to MENC headquarters for inclusion in Teaching Music and other MENC publications.

Working with the Media

General Information

There are two basic types of news organizations. Print media include newspapers, wire services, magazines, newsletters, and community or service organization bulletins. Electronic media include radio and television.

It is important to translate your sto ry into language that will appeal to editors and, through them, to the public. Write the story as you would like to hear it or see it appear. Listen to a broadcast, and read newspapers carefully for guidance.

To be newsworthy, a story must have an eleme nt that is new, surprising, creative, significant, or of special local interest. The media also respond to salient quotes, especially from local people--your state president, state MIOSM chairperson, teachers, or students.

The best news stories are those that are built around an event, preferably featuring local people or local organizations. A news story must give specific dates and specific people, places, and actions. Include your phone number so that local editors can confirm the story.

What Makes News?

There are many effective and legitimate ways to make news. One basic technique is to tie your event in with another news event or public person. Here are a few suggestions:

Conduct a poll or survey.
Issue a report on the status of music in our schools.
Present an honorary award to a local government official.
Hold a contest--essay, poster, composition, etc.
Stage a special event--a parade, open house, instrument display, etc.

Organize a tour of your school music dep artment.
Present a free concert.
Conduct a workshop on music education.
Arrange for a speaker at a community function.
Set aside a "Music Career Day" or "Music Career Week" during the month.

Media Contact

In working with the media, remember that every editor, reporter, and producer is a professional whose primarytask is to present important and interesting information to the public. Your material should be relevant, timely, and interesting. Prove that you are a reliable soure e of information for your organization. **If a member of your group has a personal contact with the media, use it!**

Working with Reporters

- Always be honest. Sometimes it's easy to respond to a question with a half-truth, but tha t could hurt your credibility for years to come. In the long run, you will get more positive coverage if you build an honest relationship with reporters--even if that means a negative story now and then.
- Prepare a list of story ideas from your school: you might brainstorm with your staff and students for story ideas and then suggest them to a reporter. A good focus is instructional activities. Do you have a new project, one that uses unusual instruments, involves the community, or adopts a new approach to teaching a traditional subject?
- Don't be afraid to be interviewed. Education can be complicated to people not involved in it every day, so take the necessary time to explain the situation to the reporter clearly and accurately. A professional reporter will not knowingly misquote anyone.
- Respect reporters' needs. Deadlines are inflexible for the media. You don't have to drop what you are doing, but try to be available to reporters when they need information.
- If you have a journalism program, advanced-level students could prepare releases on MIOSM events.
- Don't forget radio. It can be an effective medium for disseminating news of MIOSM events.
- Brief reporters on the monthly timetable of activities well in advance. This will enable th em to be present for the most important part of the event. Because reporters are so busy, do not expect them to stay for the entire event.
- Don't be disappointed if all your ideas are not used. Remember, you are competing with many other institutions a nd individuals.
- If there is a mistake in a story, don't phone the reporter's boss. A phone call to the reporter to ensure that the mistake won't happen again is more appropriate.
- Write a short note thanking the appropriate individuals after coverag e of your events.

Publicity Outlets

When mailing your releases, remember to notify all available media. Find out what the editors of these publications are printing and their deadlines:

Area high school and college publications
Chamber of Commerce publications
Civic club publications
Women's club publications
Church and synagogue bulletins
Fraternal organization publications
Municipal and state publications
Educational publications
Magazines
Monthl y papers
Business publications
Suburban advertisements and shopping guides
Retirement home publications

In addition:

- Ask business people to donate a previously purchased billboard to promote music education.
- Ask a bil lboard company to donate an unused billboard for display.
- Use the 2000 posters or banners in:
  a. Bank lobbies.
  b. Hotel lobbies.
  c. Restaurants.
  d. Store windows and bulletin boards.
  e. Libraries.
  f. Community centers.
  g. Local YMCAs and YWCAs.

Newspapers

Introduction

This section contains information designed to help you organize and launch a strong newspaper publicity program during the 2000 observance of MIOSM. All MIOSM projects and activities should receive mention, howeverbrief, in local newspapers. This press c overage should begin with an announcement of the appointment of theMIOSM chairperson and continue with a series of news releases describing various events. See examples at the end of this section.

Guidelines for Writing a News Release

- Type the release, double-spaced, with one-inch margins on one side of 8.5" x 11" paper.
- In the top left-hand corner, type "FOR IMMEDIATE RELEASE."
- In the top right-hand corner, list the name, title , address, and telephone number(s) of the contact person.
- Center the headline above the body of the release. Keep the headline short and concise.
- Begin the main body of the release with a dateline (city of origin and date) in all capital

letters.

- Include who, what, when, where, and why in the first paragraph. Use short paragraphs.
- Limit the release to one page if possible. If not, type "MORE" at the bottom of the first page. On page two in the upper left-hand corner, type a short derivative of the main title in all capital letters.
- End the release by typing "###" or "-30-" in the center of the bottom of the last page.
- Attach a personal note on the release to grab the reader's attention.

Letters to the Editor

Letters to the editor offer a ready vehicle for discussing the value of music education in the school curriculum. Summon all your persuasive powers, but express your views succinctly--one typed page is usually enough. Sign your letter, including address a nd telephone number. This information will not be published but may be used for verification by the editor. It may seem obvious, but remember to address your letter to "Letters to the Editor." You will find a sample letter to the editor at the end of this section.

Activities Calendar

Most papers have an activities calendar. Many people in your community use it as a quick reference for things to do. Find out deadlines and the person in charge of the calendar so you can gain the widest publicity for MIOSM and related events.

Photographs

Photos generally fall into two classes: news photos and features photos. News pictures may tell a story themselves or supplement newspaper stories about events, individuals, or activities such as concerts, parades, and workshops. Newspapers like to receiv e pictures with news stories.

In submitting photos, remember:

- Most newspapers prefer 5" X 7" black-and-white, glossy photos with borders.
- Color photos and Polaroid shots are not acceptable.
- Pictures should be in sharp focus with good contrast between black and whit e.
- A single point of interest is essential. Eliminate unnecessary details.
- Captions should clearly explain picture content. Tell who is doing what, when, and where. Be sure to mention MIOSM and your school's name. Tape to the back of the picture, so that it falls just below the photo for easy reading. Do not write on the back of the picture; this may damage it.
- Both vertical and horizontal shots should be submitted. The variety will produce a more attractive layout.
- A piece of cardboard nee ds to be included with each photo for protection. If the photo becomes bent, creased, or marred, it will not be usable. Write "PHOTO ENCLOSED -- DO NOT BEND" on outside of the envelope.
- Negatives ought to be saved since photos are rarely returned.

Fillers

Newspapers frequently use fillers: short items or quotes conveying facts of an unusual, historical, or humorous nature. Fillers are so-called because newspaper editors use them to fill out blank space at the end of a column of type--space too large to lea ve empty but too small to accomodate a regular story. Following are filler quotes that could be sent to local newspapers for possible use. This would also be a good enclosure with an introductory letter to a reporter or editor.

- Music has the power of producing a certain effect on the moral character of the soul, and if it has the power to do this, it is clear that the young must be directed to music and must be educated in it. *--Aristotle, Politics*

- Music is the universal language of mankind. *--Henry Wadsworth Longfellow*

- Music must be supported by the king and the princes, for the maintenance of the arts is their duty no less than the maintenance of the laws. *--Martin Luther, Table Talk (published 1566)*

- No matter what type or style, we believe that music enriches the lives of all of us...Music education deserves the support of everyone--it's that simple. *--The Canadian Brass*

- The arts are essential elements of education just like reading, writing, and arithmetic...Music, dance, painting, and theatre are keys that unlock profound human understanding and accomplishment. Children should be handed these keys at an early stage. *--William Bennett, Former US Secretary of Education, First Lessons*

- Music, to me, was--is--representative of everything I like most in life. It's beautiful and fun, but very rigorous. If you wanted to be good you had to work like crazy. It was a real relationship between effort and reward. My musical life experiences were just as important to me, in terms of forming my development, as my political experiences or my academic life. *--President Bill Clinton*

- The purpose of education is not to create biological computers but to develop well-rounded, humane citizens with the skills to lead healthy, happy, productive and fulfilling lives. Toward this end, every student at every level should have access to a balanced, sequential, high-quality program of music instruction in the school. *--The College Board Academic Preparation for College*

Sample Introductory Letter to News Media

Name
School
Address
Phone Number
Date

Name
Editor or News Director
Name of Newspaper, Radio or TV Station
Address

Dear Mr./Ms.:

I am writing to you as Chairman of the Music In Our Schools Month (MIOSM) committee. March 2000 marks the twenty-sixth annual celebration of music in our nation's schools. First held in 1973 as a Music In Our Schools Day, this celebration has grown to a M usic In Our Schools Month. MENC: The National Association for Music Education, the more than 70,000-member sponsoring organization, has announced that this year's MIOSM theme is "Make Music, America 2000!" MENC President June Hinckley states that "this ye ar's selections lend themselves well to reaching beyond our schools and into our communities, unifying all through song." In support of a new commitment to multi-generational music making, the on-stage ensemble featured in the World's Largest Concert, th e annual televised singalong program that is a highlight of MIOSM, will include adults and children of all ages for the first time.

Since 1838, when music was first authorized as a regular subject of instruction, decision makers have agreed on the importance of music education. In 1994, the National Standards for Arts Education were accepted by Secretary of Education Richard Riley . The release of the arts education standards reaffirms the arts as being essential to the education of every child. As they are implemented, the standards will provide greater access to higher quality arts education for all American children.

Recent studies show that students who participate in the arts outperform their non-arts peers on the SAT. In addition, participation in music education increases children's creativity, self-discipline, critical thinking, and self-esteem. New research indicate s that music may be the nutrient that can enhance the development of abstract thinking skills. The study of music and the other arts also provides students with a sense of their cultural heritage.

School districts throughout our state are planning event s to highlight their music education programs. Detailed information will be sent to you by local chairpersons. Your support of music education programs and cooperation in publicizing these events will be greatly appreciated.

Please contact me anytime I can be of assistance. I look forward to working with you.

Sincerely,

Name, Chairperson
MIOSM Committee

Radio and Television

Introduction

Radio and television provide the major avenues to disseminate information in the United States, reaching millions of people daily. Local radio and television stations can help you publicize MIOSM events and gather support for music education programs. Man y of the points in "Working with Media" and "Newspapers" also apply when working with radio and television personnel. Personal contacts are still key.

Radio stations and cable television outlets schedule a large amount of air time for public service pro gramming. In order to successfully compete with all the other organizations seeking free broadcast time, your presentation to station personnel must convince them that their listening audience is most interested in your message.

Call the station to find out who schedules the public service programming. If possible, talk directly with this person to ascertain station guidelines and program availability. If unable to do this, introduce yourself and your objectives in a letter. After the initial contact ha s been made, set up an appointment with the proper personnel to discuss specific program possibilities. As you proceed, be sure you:

1. Contact all radio and television stations in your area. Don't omit any because you personally may not be a regular listener or viewer. Media lists are available from the local Chamber of Commerce, public relations and advertising firms, and charitable organizations such as United Way. If you wish to compile your own list, consult Working Press of the Nation or Ba con's Publicity Checker at your local library.

2. Send press releases to news directors, for inclusion in their broadcasts. Mention in your cover letter that you would be happy to schedule a member to appear on the news (for time sensitive issues) or as a guest on another program.

3. Keep an open mind when dealing with radio and television personnel. You are seeking free air time. Welcome their suggestions as long as your objectives are not lost!

Many topics for programs concerning music education exist. In addition to publicizing MIOSM events, use March to highlight the status of music education programs in your area. State and local officials can discuss the implementation of the voluntary stand ards for the arts. Plan programs that will arouse interest and increase community support for music education.

Numerous program formats are available to present your information. Depending on the issue, you may want to consider:

1 . ...the panel discussion. Members who speak well can discuss current music education issues. Be sure you engage a skillful moderator who can handle a lively, informative discussion.

2. ...the interview. Ask the station to interview one of your members for a news segment. The topic might be an upcoming MIOSM event, support needed at budget hearings to ensure funding for music programs, or implementation of the National Sta ndards. (A radio station may be willing to do a telephone interview.)

3. ...the talk show or listener call-in. Knowledgeable members can address viewers' concerns "on the spot." This is a great way to clear up any myths or misunderstandings.

4. ...the editorial. Ask the station if one of your members can present your group's point of view on community programs, projects, or curriculum issues as a commentary.

5. ...personality spots. Local dignitaries may be willing to record on-the-air announcements to show their support for local music education issues or to highlight MIOSM events. Information is available from MENC on how your local station can secure copies of PSAs by well-known celebrities. Find out how your local stations can air these professionally produced messages.

6. ...films or videotapes. Check resource catalogs. Compile a list of available titles for broadcasters. Ask that they be aired during MIOSM.

Public Service Announcements

Both radio and television stations air public service announcements (PSAs) to fulfill their responsibility to communities. Most stations will gladly broadcast the professionally produced PSAs supporting music education. If you feel you want some PSAs of l ocal interest, write to your local station, explaining the local benefits you hope to achieve through your campaign. Many stations will produce PSAs for you if you provide a draft of the script.

Tips for Writing PSAs:

1. Write for your allotted time. Generally speaking, 20 words fills 10 seconds, 40 words fills 20 seconds, and 125 words fills 60 seconds on television. Since there are no visuals on radio, plan on 25 words for 10 seconds, 50 words for 20 secon ds, and 150 words for 60 seconds.

2. Use musical backgrounds where possible. Lead into your announcement with music and fade down as you begin your comments or begin with your message and gradually

increase the music to full volume at its conclusion.

3. Use highly descriptive words when writing for radio. This helps the audience visualize your ideas.

4. Provide photos, slides, films, or videotapes to accompany copy for television PSAs. Identify and indicate order if more than one is submitted. For live or taped appearances, rely on television personnel for technical advice on dress and makeup. Wh en on the air, follow their directions explicitly.

Sample Public Service Announcements

10 Seconds:
MENC: The National Association for Music Education invites you to hear what's happening in music classes in your community during March, Music In Our Schools Month.

20 Seconds:
March is Music In Our Schools Month. MENC: The National Association for Music Education invites you to get involved in your local school music programs. Take time to hear what's happening in today's music classes!

30 Seconds:
Participation in music classes provides lifelong benefits. Through singing, playing instruments, and composing, students learn to express themselves creatively. Studying music provides a deeper understanding of historical and cultural heritages. March is Music In Our Schools Month. MENC: The National Association for Music Education hopes you will take time to hear what's happening in the school music programs in your community!

Sample Public Service Announcement for Radio

Start: March 1
End: March 31

Contact:
Name, Position
Affiliation
Address

MUSIC IN OUR SCHOOLS MONTH

Time: 40 Seconds
Words: 81
Music in background

Announcer: Young people in music education classes are singing, playing musical instruments, and listening to music. This helps them to develop their creativity, to learn self discipline and teamwork, to increase their sense of self- worth, and to learn to live in a global society. Studying music provides benefits for a lifetime. Join in the national celebration of Music In Our Schools Month by attending the many events planned throughout the (name) school district. Call 555-6789 to o btain a complete calendar of events.

Sample Public Service Announcement for Television

Time: 30 Seconds
Words: 54
Music lead in, fade down

Video
Slide #1
(School Choral Group)

Audio (Announcer)

Young people in music education classes are singing, playing musical instruments, and

Video
Slide #2
(School Band)

Listening to music. Music enriches their lives and provides skills for a lifetime. March is Music In Our Schools Month. Join in the celebration. Hear what's happening in your local school music program.

Video
Slide #3
(555-6789 with MIOSM logo)

Audio (Announcer)
Call 555-6789 for a complete calendar of musical events.

Sample News Release for Radio and Television

For Release (date)

Contact:
Name
School
Address
Phone Number

LOCAL STUDENT WINS SCHOLARSHIP

(Name) of _____ school has won the $500 first-prize award for summer music study in the annual Music In Our School s Month (MIOSM) essay contest. The (school district) sponsors the competition as part of the local observance of the nation's celebration of MIOSM.

His/her composition was judged best among more than (number) entries. The subject of the essays was "Make Music, Ameirca! 2000", this year's MIOSM theme.

(Name) resides in (town). He/she is a (age)-year-old (grade) student at (school). Runners-up were (name), (age), of (town), and (name), (age), of (town). Each received a $200 scholarship.

Results of the judging were announced at an awards dinner last night by (name), local chairperson of the MIOSM celebration.

(Quotes from winning essays would be an appropriate addition to this release. If the station is unable to use the entire item, the main news is in the first two paragraphs, making editing easy. If names are difficult to pronounce, give phonetic spellings.)

Speakers

Community organizations are always looking for speakers who can provide an interesting and informative program. Compile a list of local organizations (your Chamber of Commerce should have a list you can use as a starting point). Contact each organization, explaining your objective and offering to supply a speaker for a future meeting, especially in February or March.

To Set Up a Speakers Bureau

- Recruit members who speak well, are well received and know the subject.
- Compile a list of topics and speakers.
- Send the list with a personal cover letter to presidents and program chairs.
- Follow-up promptly to all responses. Confirm arr angements concerning meeting time and place.
- Send announcements of the event to local media.

Speaker's Guidelines

- Research your topic. Decide on the angle for your speech. Regardless of the group or specific topic, emphasize the lifelong benefits of participating in music study.
- Individualize each presentation to suit the audience, taking into considerati on age, interests, education levels, and degree of familiarity with your topic.
- Know how much time you are expected to fill. In most instances this will be five to ten minutes.
- Write your speech in a conversational tone. Avoid complex words and ide as. Don't make it difficult for the audience to follow your reasoning.
- Prepare notecards or triple spaced typewritten notes. Practice the speech by using a tape recorder or in front of family and friends. Know the speech well enough so you don't read i t.
- Allow time for a question and answer period. Always repeat the question to ensure that everyone heard it.
- Answer questions briefly, specifically, and directly. Write a short note to show your appreciation for the opportunity to speak.

How to Get a Resolution Passed in Your State

Persuade your state legislature to endorse the observance of Music In Our Schools Month by passing a resolution and, thereby, recognizing the importance of music education. The steps below will help you draft your resolution, gain support, and expedite passage. Keep in mind that timing, contacts, and perseverance are of critical importance!

- Identify influential and approachable legislators. Develop a relationship for an honest

exchange of ideas about topics of concern.

- Invite legislators to sp eak at a gathering of music advocates.
- Introduce yourself to the legislators' administrative assistants and researchers. Some will prove to be strong supporters who know the ins and outs of state government. Find out what support and help they are wil ling to provide.
- Brainstorm with committee members to write your proclamation. Devise a plan to gain public support.
- Make a presentation of your goals and objectives to the legislative committees involved:
    - * Education
    - * Cultural Affairs
- Present your resolution to the person you believe will be most helpful in "shepherding" the project along. This may be a legislator or an assistant.
- Be open to rewording of your resolution, if necessary, as long as the outcomeis st ill valuable.
- Follow the progress of your resolution as it moves through committee. Organize letter and phone trees which can be activated should obstacles look imminent and a show of public support become necessary.

Sample Proclamation for Government Officials

WHEREAS, the study of music is basic to the complete education, provides a competitive edge for successful educational reform, engages students in individual and group activity, develops creativity, problem-solving, and critical and evaluative skills; and

WHEREAS, music education helps students acquire skills in production and performance of music, as well as an understanding of history and culture; and

WHEREAS, the (state) Music Educators Association is concerned with maintaining and improving school music programs for all students, regardless of their socio-economic status or their abilities; therefore

BE IT RESOLVED by the Senate of the state of (state), the House of Representatives concurring therein, that the legislature strongly supports quality music education in (state) schools and that all students, kindergarten through 12th grade, should have access to a well-balanced, comprehensive, high-quality, sequent ial program of music taught by teachers certified in music education; and

BE IT FURTHER RESOLVED, that the legislature recognizes and commends the (state) Music Educators Association for their concern for and efforts to enhance the quality of musi c education in (state) schools;

THEREFORE, the legislature hereby proclaims the month of March, 2000,

MUSIC IN OUR SCHOOLS MONTH,

and endorses the observance of Music In Our Schools Month a s an opportunity to support the purposes and practices of music education and encourages teachers, parents, students, and all citizens to participate.

Sample Resolution for Local School Boards

WHEREAS, the study of music contributes to young people's development through heightened skills in listening, reading, self-expression, and creativity; and

WHEREAS, music education in the schools includes a broad range of types of music and a ctive musical experiences; and

WHEREAS, music and the other arts significantly enhance the morale and quality of the school environment; and

WHEREAS, it is the stated objective of the public school to prepare children for a productive r ole in our society; and

WHEREAS, MENC: The National Association for Music Education has designated March 2000 as Music In Our Schools Month, focusing on the theme "Make Music, America! 2000"; now,

THEREFORE, be it resolved, that the board of education of _____ endorses the observance of Music In Our Schools Month as an opportunity to support the purposes and practices of music education and encourages teachers, parents, students, and all citizens to participate.

The board of education of the _____ school district, for its own part, rededicates itself to the maintenance of a music education program that will be relevant to the needs of the children placed in its care and will reach and positively in fluence each child.